

America's Rise and Fall: The Roaring Twenties to the Great Depression

*A Thematic Unit that covers United States history from the Roaring Twenties to
the New Deal.*

Stephanie Hairyes
ECI 430/435
Young/Lee
Fall 2012

Table of Contents

1. Part One: Introduction and Preface
 - Introduction
 - Organizational Principle
 - Primary Subject Matter Focus
 - Organizing Questions
 - Goals
 - General Unit Objectives
 - Possible Unit Materials and Supplementary Texts
 - Possible Activities/Instructional Strategies
 - Unit Map/ Narrative Overview
2. Part Two: Daily Lesson Plans
 - Day One: Roaring into the 1920s
 - Day Two: Life of a Real Gangster
 - Day Three: Prohibition Debate
 - Day Four: Social Change and Women's Suffrage
3. Part Three: Evaluation
 - Brief Evaluation Philosophy Statement
 - List of Evaluation Strategies
4. Part Four: Works Cited List and Reflective Addendum

Part One: Introduction:

"The only thing we have to fear is fear itself."-Franklin D. Roosevelt

Part One:

- A. *Introduction:* This unit will be taught in an 8th grade Social Studies class at Dillard Drive Middle School. At Dillard, teams are organized around four educators who are each responsible for a content area (one for Social Studies, Language Arts, Math, and Science), however my team, the Falcons, consists of only three educators. As a result my cooperating teacher teaches both Social Studies and Language Arts. This provides me with a unique opportunity to integrate both Language Arts and Social Studies into my thematic unit. Still, the main content focus of this thematic unit is the Social Studies aspect, with some readings from literary movements like The Harlem Renaissance. This course centers mostly on United States history with a small focus on North Carolina history where applicable. While I am not in a resource classroom, a majority of my students experience difficulty reading complex texts and many are reading below grade level. I also have several students who are only one strike away from being sent to the alternative school. With that being said, I was placed in a very diverse classroom. There is a fair representation of minority students and a range of students who stem from various socioeconomic backgrounds. According to my cooperating teacher, a majority of the students come from single parent households, which helps to explain some of the behavior issues present. I was surprised to discover that there are more male students than female students. As a result I have a very active group of students so it is important to integrate hands-on activities to help stimulate all of their energy. I have been very pleased with my placement experience thus far, but it may prove challenge due to the overall status of the school. Dillard Drive is ranked last in its district for growth and achievement, which explains the schools lack of technology and other resources. The school also has the highest number of students on free and reduced lunch when compared to other area schools. When it came time to plan this unit my cooperating teacher gave me complete freedom to do what I wanted. She has been teaching for over twenty-four years so she really wanted to see what innovations I could bring to the table. Keeping that in mind, she also cautioned me about the use of technology for projects and things of that nature because the students may not have the access at home. Up until this point, the best advice in planning this unit was bestowed upon me by Dr. Carol Pope. She told me to just remember to breathe and everything will fall into place.
- B. *Organizational Principle:* After finally deciding what content I would cover in my unit, I began to think about how to incorporate a theme that would generate student interest. This unit covers the Roaring Twenties and ends with a study of the Great Depression, which is a huge span of time to cover. Following extensive content research and CMAPP (Wake County Pacing Guide) analysis I decided on a theme centered on "America's Rise and Fall." This time in American history begins with America's rise to the

top due to technological advancements and steps towards social change. America also experiences its first real gangsters as a result of the Prohibition movement. I think that students will be really interested in the crime brought on by Prohibition and I also think this topic will be able to stimulate an interesting debate. The social movements that take place are also very relatable for students because they will be able to note similarities between the Women's Movement and social changes today (GLBT, Medical Marijuana, Immigration). The "Fall" theme aspect presents multiple opportunities for student connections. Because of the high poverty present in my classroom I think that the students will be able to relate to the struggles many Americans experienced during the Great Depression. Students will also be able to relate the economic struggles of the Great Depression to the Economic Crisis of the present. Overall, I think that this theme has the potential to foster student connections and discussion.

- C. *Primary Subject Matter Focus:* My unit covers a great deal of material because its primary focus begins with the Prohibition Era and ends with The Great Depression. Within that span of time were social movements like Women's suffrage and The Harlem Renaissance. There is also a focus on the economic strides and pitfalls of the United States, with the emphasis being placed on the events leading up to the Great Depression. I also want to concentrate on the effects of social change and how social movements gain momentum. The lessons will rely on primary historical documents, speeches, literature, photographs, and personal accounts that were products of the time. The "Rise" aspect of my theme relates to the rise of social movements, economic change, and the United States rising up out of the Great Depression. The "Fall" aspect relates to the fall of the US economy during the Great Depression. This Era in American history is so similar to the world we live in today and it is important to make history relevant to the next generation of Americans. This unit will also foster 21st century skills and innovation through student debates, projects, class discussions, and the use of technological aspects like video, music, and photographs used during instruction.

English Language Arts Standards:

CCSS-RL-(8): 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS-RL-(8): 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS-RI-(8): 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS-RI-(8): 2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS-RI-(8): 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

CCSS-RI-(8): 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS-RI-(8): 6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CCSS-SL-(8): 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CCSS-SL-(8): 2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Social Studies Standards:

CCSS-RH-(8): 1. Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS-RH-(8): 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS-RH-(8): 5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS-RH-(8): 7. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CCSS-RH-(8): 8. Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS-RH-(8): 9. Analyze the relationship between a primary and secondary source on the same topic.

CCSS-WHST-(8): 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS-WHST-(8): 9. Draw evidence from informational texts to support analysis reflection, and research.

D. Organizing Questions:

1. What economic choices made by Americans lead to the rise (economic boom) and fall (Great Depression) of the US economy?
2. How does Prohibition and the Women's Suffrage Movement relate to social movements in today's society?
3. Was the Great Depression avoidable?
4. Was FDR's New Deal responsible for bring the United States out of the Great Depression?
5. How did FDR's policies affect the United States then and now?

E. Goals:

1. It is my hope that students will build a connection with the past and present facilitated by a focus on economic and social change.
2. Students will understand the impact one person can have on a nation during challenging periods.
3. Students will gain a sense of social tolerance based on their study of social change.
4. Students will gain a better understand of the connection between political and social change.

F. General Unit Objectives: (Specific Objectives)

Cognitive Objectives:

1. SWBAT note the causes of significant historical events.
 - (1.1 Note the specific events that lead to the economic boom in the United States before the Great Depression).
 - (1.2 Note the specific events leading to the Great Depression).
 - (1.3 Note the events that helped the United States out of the Great Depression).
 - (1.4 Note events that help social movements gain momentum).
2. SWBAT identify the effects of significant historical events on the economy and culture.
 - (2.1 Identify the effects of the Flapper culture and Jazz music on American culture).
 - (2.2 Identify the effects of technological innovations on the American economy during the 1920s).
 - (2.3 Identify the effects of The Great Depression on American culture).
 - (2.4 Identify the effects of the Great Depression on the US government).
3. SWBAT explore different perspectives of historical figures.
 - (3.1 Explore the different perspectives of historical figures during the Prohibition Era).
 - (3.2 Note the different perspectives of those in support of FDR's New Deal and those in opposition).
 - (3.3 Identify the perspectives of key members of the Women's Suffrage Movement).
4. SWBAT understand the importance of debate and compromise as they relate to historical events in United States history.
 - (4.1 Note the debates that lead to the establishment of the 19th Amendment).
 - (4.2 Understand the compromises that lead to the end of the Prohibition Era).
 - (4.3 Note the debates that lead to the success of the Women's Suffrage Movement).
 - (4.4 Note the compromises made during the implementation of FDR's New Deal).
5. SWBAT analyze the effects of technological innovations on individuals and groups in the United States.

Affective Objectives:

6. SWBAT relate to significant historical events that brought about social and economic change.
 - (6.1 Engage in class discussions about the Prohibition Era, Women's Suffrage, and The Great Depression).

- (6.2 Relate to the economic instability of the United States during the Great Depression).
- 7. SWBAT participate in class activities.
- 8. SWBAT collaborate with one another to complete assignments and activities.
- 9. SWBAT value their opinions and ideas.

Performance Objectives:

- 10. SWBAT actively participate in classroom discussions.
- 11. SWBAT compose written pieces that not only demonstrate their content knowledge but also express their own opinions and ideas.

Common Core Standards for English Language Arts:

CCSS-RI-(8): 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS-RI-(8): 6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Common Core Standards for Social Studies:

CCSS-WHST-(8): 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS-WHST-(8): 9. Draw evidence from informational texts to support analysis reflection, and research.

G. Possible Unit Materials and Supplementary Texts:

Videos:

Prohibition Related:

<http://www.history.com/topics/roaring-twenties/videos#america-goes-dry-with-prohibition>*

<http://www.history.com/topics/roaring-twenties/videos#cities-of-the-underworld-3-mob-green-mill>*

<http://www.history.com/topics/roaring-twenties/videos#gangster-al-capone-exploits-prohibition>*

Innovations:

<http://www.history.com/topics/roaring-twenties/videos#1920s-inventions>*

Harlem Renaissance Related:

<http://www.history.com/topics/harlem-renaissance/speeches#booker-t-washington-on-race-relations>*

<http://www.history.com/topics/roaring-twenties/videos#the-harlem-renaissance-an-artistic-explosion>*

The Great Depression:

<http://www.history.com/topics/great-depression/videos#fdr-a-voice-of-hope>

<http://www.history.com/topics/great-depression/videos#america-black-blizzard>*

<http://www.history.com/topics/great-depression/videos#the-hoover-dam>*

<http://www.history.com/topics/great-depression/videos#black-blizzard>*

<http://www.history.com/topics/great-depression/videos#migrant-mother-photo>

<http://www.youtube.com/watch?v=RJpLMvgUXe8>*

The New Deal:

<http://www.history.com/topics/great-depression/videos#the-new-deal-how-does-it-affect-us-today>*

<http://www.history.com/topics/1930s/videos#the-new-deal>*

<http://www.history.com/topics/great-depression/videos#tennessee-valley-authority---natures-power-harnessed>*

Photo Galleries:

Prohibition Related:

<http://www.history.com/topics/roaring-twenties/photos#al-capone-and-prohibition>*

Women's Suffrage:

<http://www.history.com/topics/roaring-twenties/photos#suffrage-and-the-women-behind-it>*

The Great Depression:

<http://www.history.com/topics/great-depression/videos#migrant-mother-photo>*

<http://www.history.com/topics/great-depression/photos#soup-kitchens-and-bread-lines>

<http://www.history.com/topics/great-depression/photos#the-dust-bowl>*

<http://www.history.com/topics/great-depression/photos#new-deal-programs>*

http://www.loc.gov/rr/print/list/128_migm.html*

Speeches:

FDR 1st Inaugural Address:*

<http://www.history.com/speeches/fdrs-fireside-chat-on-dust-bowl#franklin-d-roosevelts-first-inaugural-address>

Fireside Chat:*

<http://www.history.com/topics/great-depression/speeches#fdrs-fireside-chat-on-dust-bowl>

President Obama's Speech on Americans Job Act:*

http://www.whitehouse.gov/videos/2011/September/090811_AmericanJobsAct.mp4

Primary Source Documents: (Source www.ourdocuments.gov)

Tennessee Valley Authority Act*

National Industrial Recovery Act*

National Labor Relations Act*

Social Security Act*

Transcript of FDR's Radio Address on the New Deal*

(<http://www.ourdocuments.gov/doc.php?flash=true&doc=69&page=transcript>)

Textbook and Literature:

Prentice Hall: America: History of Our Nation*

Poetry of Langston Hughes (Source

<http://www.poemhunter.com/langston-hughes/>)*

H. Possible Activities/Instructional Strategies:

1. Collaborative Group Work*
2. Partner Group Work*
3. PowerPoint Presentations (both teacher and student)*
4. Photo Galleries*
5. Videos*
6. Fill-in the Blank Notes*
7. Point-Counterpoint Debates*
8. Journals*
9. Exit Slips*
10. Bell ringers*
11. Student Freewrites
12. Class Discussion
13. Student Self-Reflection
14. Jazz Music*
15. Vin-Diagrams*
16. Create your own New Deal Program*
17. Student created Advertisements
18. Study Guides
19. Student Essays
20. Speeches*
21. Textbook Readings
22. Primary Source Document reading strategies*
23. Student Lead Instruction
24. Photo Analysis*

I. Unit Map/Narrative Overview: (45 Minute Block)

Week One Focus: Prohibition and Women's Suffrage

Day One: Roaring Into the 1920s

Stephanie Hairyes-430-435-F12-Thematic Unit Project

1. Bellringer/Freewrite: On the board students will find a picture of a flapper. They will be asked to describe what they see; paying special attention to what the woman is wearing. Students will then share their observations with the class. This will serve as an introduction to the social changes taking place during this time period.
2. Overview of the Unit Plan
3. Introduce students to Historical Figures/Final Project
4. Watch video on prohibition.
5. Introduce Prohibition, 18th Amendment, and Birth of Organized Crime (PowerPoint), ask students to take notes.
6. Class Activity: Vin Diagram on Legalizing Medicinal Marijuana (Pros and Cons)

Day Two: Prohibition Continued

1. Bellringer: First Two Historical Figures Introduction. Students will be asked to write down key facts about Al Capone and Elliot Ness.
2. Students will then watch two videos on Al Capone.
3. Class Activity: After watching the videos, students will then be asked to create their own speakeasy. They will be required to create a name for the speakeasy, as well as how they would keep it hidden, and how they would run their business. Students can create names for themselves as well.
4. Students will then pitch their business proposal to the class.

Day Three: Prohibition Debate:

1. Students will participate in a point-counterpoint discussion where they will discuss both sides of Prohibition.
2. Students will be allowed to argue for the side they support at first and then they will be asked to switch sides and argue for the opposite side.
3. Students will then be asked to reflect on the debate style and the difficulties that they might have experienced.

Day Four: Social Change and Women's Suffrage

1. Freewrite: How would you classify a social movement? Can you think of any movements present today? Students will share how they classified their social movements and share their examples of social movements today.
2. Introduction to the Women's Suffrage Movement and Social Change in the United States (PowerPoint).
3. Students will then look at a slide show of photos about the suffrage movement and women involved.
4. Historical Figure Introduction: Susan B. Anthony
5. Exit Slip: How did women gain the right to vote?

Day Five: All That Jazz:

1. Freewrite: Students will enter the room while jazz music is playing. They will then be asked to reflect on how the music makes them feel. What does this type of music remind you of?
2. Introduction to the Jazz Age and The Harlem Renaissance (PowerPoint).
3. Second Two Historical Figures Introduced: Langston Hughes and Louis Armstrong.
4. Students will then be asked to read and respond to Hughes "I, too, Sing America." What does this poem say about African Americans place after WWI?
5. Exit-Slip: Name a key fact about each Historical Figure introduced.

Week Two Focus: The Economy of the 1920s Leading to the Great Depression:

Day Six: Innovations of the 1920s:

1. Students will view a video on the technological innovations of the 1920s.
2. After viewing the video a short class discussion about these innovations and how they effected economy and factory production.
3. Class Activity: Students will then be asked to create their own technological invention that would benefit the 1920s. They will then present their invention to the shark tank to see if anyone in the class would invest (there will be a panel of students selected to serve on the shark tank board).

Day Seven: The Economy of the 1920s:

1. Bellringer: Because we are shifting our focus to the economy it is important to define key economic terms to better facilitate student understanding of the economic boom.
2. Growth of Industry and Agriculture (PowerPoint will include Boom of the Stock Market, leading to the signs preceding the Great Depression).
3. Exit-Slip: Do you think that playing the stock market is a smart investment of money?

Day Eight: Hoover and The Crash:

1. Bellringer: Define the following vocabulary words without using a dictionary. Students will see how many words they are able to define and then we will go over the actual definitions as a class.
2. Students will then watch a video on the Stock Market Crash. The video is 10 minutes long some students will be given guided notes to complete while watching the video.

3. After the video, we will go over the guided notes.
4. Exit-Slip: Name and describe one reason the video gave for the Crash of 1929.

Day Nine: The Beginning of the Great Depression:

1. Bellringer/Freewrite: Students will be asked to look at a series of photos taken during the Great Depression and describe what they see. What do you notice about these photos? What do they tell you about the human cost of the Depression? Students will then share their observations.
2. Students will then view a short video about the Great Depression. What did you notice about the video? What do you believe caused the Dust Bowl?
3. Introduction to two more Historical Figures: Herbert Hoover and Franklin D. Roosevelt. What differences can you note about the two presidents? Who had the better response to the Depression?
4. Exit-Slip: What is one thing you learned about the Great Depression and The Dust Bowl from watching the video clips?

Day Ten: Life During the Great Depression:

1. Bellringer/Freewrite: How do you think life was like during the Great Depression? What aspect of life changed because of the Dust Bowl? How did the role of women change?
2. Analysis of the Migrant Mother photo with a video detailing the background of the photo and other photos taken as a part of the series. What effect does this photo have? What details of the photo cause an emotional response?
3. Class Activity: Students will be asked to create their own advertisement supporting aid to those who are suffering during the depression.

Final Week of Unit: FDR's First 100 Days in Office and The New Deal:

Day Eleven: A Voice of Hope:

1. Students will listen to a clip of FDR's inaugural speech and then they will watch a fireside chat on the Drought and the Dust Bowl. What differences can you note from the inaugural speech versus the fireside chat? Does FDR's language change (word choice)? What language does FDR use to inspire Americans?
2. Introduction to FDR's New Deal Policies (PowerPoint and video materials).
3. Class Activity: Students will be split into groups where they will be asked to look at primary documents. These documents are all acts put into place by FDR's New Deal. As a group students will be asked to teach/present to the class the topic of their primary document. Each student will be asked to say something

during the presentation so that every member of the group actively participates.

Day Twelve: The New Deal vs. The American Job Act

1. Bellringer/Freewrite: Do you think the United States is in an economic crisis? Why or Why not?
2. Students will first read a transcript of FDR's radio address where he unveils the second half of the New Deal. Students will be asked to annotate while they read to note important aspects of the speech.
3. Students will then watch a video of President Obama's speech to Congress on the American Job Act, they will be asked to take notes during the speech and pay close attention to similarities between this speech and FDR's New Deal Speech.
4. After hearing/reading each speech, students will then be asked to get together into pairs or small groups to discuss the similarities between President Obama and FDR. They will also be asked to note how the economic crisis of the Great Depression mirrors the economic crisis today.

Day Thirteen: Create a New Deal Act in Response to the Economic Crisis Today

1. Students will be asked to get into groups of three. In these groups, students will be asked to create their very own New Deal Policy. This policy must reflect an economic issue of today and it must present feasible solutions to the issue. (Students will be given a list of current crisis of the day).
2. Students will be given the majority of the class period to prepare their act and they will also prepare a short speech to present their act to the class.
3. The subject of the student created acts will be written on the board and the class will vote of on the act that they believe is best in solving a particular economic issue.

Day Fourteen: Historical Figures Project/Final Speech Workshop

1. Throughout this unit, students have been introduced to significant historical figures that made an impact in some way to American culture and ideals. Each week, students were introduced to two influential figures, those figures are as follows:
 1. Al Capone
 2. Elliot Ness
 3. Susan B. Anthony
 4. Louis Armstrong
 5. Langston Hughes
 6. Herbert Hoover
 7. Franklin D. Roosevelt.

Stephanie Hairyes-430-435-F12-Thematic Unit Project

2. Students will be asked create a broacher/pamphlet about a historical figure of their choice. They are not limited to the list of figures introduced. Students may choose to focus their project on a different figure as long as it aligns with the overall unit. They must have teacher approval.
3. The second aspect of their project is to create a speech keeping the perspective of their chosen historical figure. Students will give their written speeches orally to the class on the final project day.

Day Fifteen: Continue Historical Figures Project/Final Speech Workshop

Day Sixteen: Final Project Presentations

Day One: Introduction to the next unit on "World War II." This unit's primary focus will be on the second Great War and how inevitable factors brought the United States into the conflict.

Part Two: Daily Lesson Plans

“This American system of ours, call it Americanism, call it capitalism, call it what you will, gives each and every one of us a great opportunity if we only seize it with both hands and make the most of it.”-Al Capone

Roaring Into the 1920s:

Context: This is my initial lesson plan for my thematic unit on the rise and fall of the United States. In this lesson, students will be given an introduction to the overall unit as well as the final project that will serve as an evaluation of their learning. Students will also be introduced to the first major topic of the unit: Prohibition.

Specific Learning Objectives:

SWBAT:

[Cog] GO SO

1. Note the causes of significant historical events.
 - 1.4 Note the events that helped social movements gain momentum.
2. Identify the effects of significant historical events on the economy and culture.
 - 2.1 Identify the effects of the Flappers on American culture.
3. Explore different perspectives of historical figures.
 - 3.1 Explore the different perspectives of historical figures during the Prohibition Era.
4. Understand the importance of debate and compromise as they relate to historical events in United States history.
 - 4.1 Note the debates that lead to the establishment of the 18th Amendment.

[Aff] GO SO

6. Relate to significant historical events that brought about social and economic change.
 - 6.1 Engage in class discussions about the Prohibition Era.
7. Participate in class activities.

[Perf] GO SO

8. Compose written pieces that not only demonstrate their content knowledge but also express their own opinions and ideas.

[CCSS]

CCSS-WHST-(8): 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS-RH-(8): 8. Distinguish among fact, opinion, and reasoned judgment in a text.

Materials/Technology Resources Required:

- Access to the Internet
- Overhead projector
- Pens/Pencils
- Historical Figures /Final Project Worksheet
- Film Clips
 - <http://www.history.com/topics/roaring-twenties/videos#america-goes-dry-with-prohibition>
- Whiteboard/Smartboard

Time: 47 minutes

Procedure/Instructional Strategies:

- 1. Bellringer/Freewrite Activity:** (5 Minutes)
 - On the board students will see a picture of a 1920s flapper. They will be asked to analyze the photo, describe what they see; paying special attention to what the woman is wearing. Students will then share what they have written with the class.
- 2. Overview of the Unit Plan:** (5 minutes)
 - After the students have shared their freewrites I will go over some of the topics that we are going to cover during this unit. This is meant to just be a brief overview so that the students can prepare for the materials we are covering.
- 3. Introduce Students to Historical Figures/Final Project:** (5 minutes)
 - Students will be given a handout of the Historical Figures/Final Project. We will go over this briefly because we will continue to refer to it throughout the unit.
- 4. Hook: Watch Video introducing Prohibition:** (5 minutes)
 - This video is meant to give the students a setting for the Prohibition Era.
- 5. Prohibition PowerPoint:** (10 minutes)
 - Students will be asked to take note during the presentation. Topics covered in the PowerPoint are the 18th Amendment and the Birth of Organized Crime.
- 6. Class Activity:** (15 minutes)
 - During this class activity students will be asked to create a Vin Diagram on the Pros and Cons of Medicinal Marijuana. The purpose of this exercise is to bring a topic currently under debate in many states and compare it to the Prohibition movement.
 - Each student will be asked to come to the board and place a statement either for or against the legalization of medicinal marijuana.
 - After each student has written their point, we will go over the Pros and Cons they have listed and ask them to explain their rationale.

Then we will tie the two topics together and discuss how those for or against Prohibition explained their rationale.

Closure: Exit-Ticket (2 minutes)

- Students will be asked to write down one thing they learned about Prohibition before they can leave to go to their next class.

Methods of Evaluation:

- Students will be evaluated based on their active participation in the class activity as well as their completed exit slip.

Accommodations: There are no accommodations necessary for this lesson.

In Retrospect/ In Reflection:

Appendix of Materials Needed:

- Historical Figures/Final Project Worksheet.

Prohibition Continued:

Context: The context of this lesson serves as a continuation of the Prohibition materials covered in the first class. This lesson will center around one of the most notorious gangsters of the era: Al Capone. This will also serve as a means to facilitate the introduction of the first two historical figures.

Specific Learning Objectives:

SWBAT:

[Cog] **GO SO**

1. Note the causes of significant historical events.
 - 1.4 Note the events that helped social movements gain momentum.
2. Identify the effects of significant historical events on the economy and culture.
 - 2.1 Identify the effects of the Flappers on American culture.
3. Explore different perspectives of historical figures.
 - 3.1 Explore the different perspectives of historical figures during the Prohibition Era.
4. Understand the importance of debate and compromise as they relate to historical events in United States history.
 - 4.1 Note the debates that lead to the establishment of the 18th Amendment.

[Aff] **GO SO**

6. Relate to significant historical events that brought about social and economic change.
 - 6.1 Engage in class discussions about the Prohibition Era.
7. Participate in class activities.

[CCSS}

CCSS-RH-(8): 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Materials/Technology Resources Required:

- Access to the Internet
- Pencils
- Poster Board
- Construction Paper
- Markers

- Film Clips:
 - <http://www.history.com/topics/roaring-twenties/videos#cities-of-the-underworld-3-mob-green-mill>*
 - <http://www.history.com/topics/roaring-twenties/videos#gangster-al-capone-exploits-prohibition>*

Time: 47 minutes

Procedure/Instructional Strategies:

1. **Bellringer:** (10 minutes)
 - This bellringer will introduce the students to their first two significant historical figures. Students will be asked to write down the fact facts of each historical figure to keep as a part of their Historical Figures/Final Project.
2. **Hook:** (10 minutes)
 - Students will watch two separate videos about the most notorious gangsters of the 1920s, Al Capone. The videos consist of film about Al Capone, consisting of his old hang out place and a testament to his violent nature.
3. **Class Activity:** (14 Minutes)
 - After watching the videos about Al Capone, students will be asked to create their own speakeasy. They will be responsible for creating a name, a place, and a way for the speakeasy to be hidden from others.
 - Students are allowed to work in pairs if they wish to do so.
 - Students will be given an oversized piece of poster board where they will draw/design their speakeasy.
 - Student speakeasy posters must include a club name, a city/place, an alias name, and a plan for concealing the speakeasy from the police.

Closure: (12 minutes)

- Students will present their speakeasy creations to the class. They will explain the rationale behind their location choice, their club name, their alias, and their methods of concealment.

Methods of Evaluation:

- Students will be evaluated on their speakeasy creations.

Accommodations: There are no accommodations necessary for this lesson.

In Retrospect/ In Reflection:

America's Rise and Fall
Plan 3 of 16:

Prohibition Debate Day

Context: The context of this lesson is a point/counter point debate that stems from our study of Prohibition. This lesson allows students to see both sides of the argument. (Idea courtesy of Crystal Simmons and Dr. Carol Pope)

Specific Learning Objectives:

SWBAT:

[Cog] **GO SO**

1. Note the causes of significant historical events.
 - 1.4 Note the events that helped social movements gain momentum.
2. Explore different perspectives of historical figures.
 - 3.1 Explore the different perspectives of historical figures during the Prohibition Era.
3. Understand the importance of debate and compromise as they relate to historical events in United States history.
 - 4.1 Note the debates that lead to the establishment of the 18th Amendment.

[Aff] **GO SO**

6. Relate to significant historical events that brought about social and economic change.
 - 6.1 Engage in class discussions about the Prohibition Era.
7. Participate in class activities.

[Perf] **GO SO**

- 9.SWBAT value their opinions and ideas.

[CCSS]

CCSS-WHST-(8): 9. Draw evidence from informational texts to support analysis reflection, and research.

Materials and Resources Needed:

- Overhead Projector

Time: 47 Minutes

Procedure/Instructional Strategies:

1. Students will participate in a point-counterpoint style debate facilitated by the teacher.

Stephanie Hairyes-430-435-F12-Thematic Unit Project

2. Students will be asked which side of prohibition they support and based on their answers they will be split into two sides. One side being for and one being against. (5 minutes)
 - Questions for the debate will be centered on organized crime, medical effects of alcohol, economics, and moral beliefs.
3. Each side will have time to prep for the debate before it begins (10 minutes).
4. The Anti-Prohibition students will make their opening statement first (2 minutes)
5. Then the Pro-Prohibition students will make their opening statement (2 minutes)
6. After the opening statements, the teacher will ask the Pro-Prohibition students a question drawn at random. They will have 2 minutes to come up with a response. After their 2-minute prep, they will have an additional 2 minutes to respond to the question. (4 minutes)
7. Repeat the same step for the Anti-Prohibition students (4 minutes).
8. Students will then be asked to switch sides and repeat steps 4-7 (12 minutes)
9. After repeating those steps students will be asked to return to their seats and the teacher will facilitate a class discussion for the remainder of class.
 - a. How difficult was it to argue for a side you didn't actually support?
 - b. Did changing sides change your opinion?

Closure: Exit-Slip: What was your favorite part about the debate?

Methods of Evaluation: The entire debate process will serve as a means of evaluating student learning.

Accommodations: There are no accommodations necessary for this lesson.

In Retrospect/ In Reflection:

America's Rise and Fall:
Plan 4 of 16

Social Change and Women's Suffrage:

Context: The context of this lesson centers on the social movements during this time period. We will pay special attention to the Women's Suffrage movement and see how it can relate to social movements today.

Specific Learning Objectives:

SWBAT:

[Cog] **GO SO**

1. Identify the effects of significant historical events on the economy and culture.
 - 2.1 Identify the effects of the Flapper culture and Jazz music on American culture.
2. Explore different perspectives of historical figures.
 - 3.1 Explore the different perspectives of historical figures during the Women's Movement

[Aff] **GO SO**

6. Relate to significant historical events that brought about social and economic change.
 - 6.1 Engage in class discussions about the Prohibition Era.
7. Participate in class activities.

[Perf] **GO SO**

- 9.SWBAT value their opinions and ideas.

[CCSS}

CCSS-WHST-(8): 9. Draw evidence from informational texts to support analysis reflection, and research.

Materials and Resources Needed:

- Overhead Projector
- Access to Internet
- Photo Gallery:
 - <http://www.history.com/topics/roaring-twenties/photos#suffrage-and-the-women-behind-it>

Time: 47 Minutes

Procedure/Instructional Strategies:

1. Freewrite: How would you classify a social movement? Can you think of any social movements in our society? Students will then share their responses to the questions. (10 minutes)
2. Introduction to the Women's Suffrage Movement and Social Change in the United States. Students will be asked to take notes based off the PowerPoint. (20 minutes)
3. Class Activity: Students will be split up into groups of three or four. Once they are settled in their groups, the teacher will show a slideshow of photos from the Women's Movement. Each group will be assigned a particular photo. Students will be asked to identify what they think is happening in the photo and share it with their group members (10 minutes).
4. Students will also be introduced to another Historical Figure: Susan B. Anthony. They will be asked to write down the information given about Anthony as a part of their final project. (5 minutes)

Closure: Exit-Slip: How did women gain the right to vote?

Methods of Evaluation: Students will be assessed based on their participation in the class activity as well as the answers given on their exit slips.

Accommodations: There are no accommodations necessary for this lesson.

In Retrospect/ In Reflection:

Part Three: Evaluation

“Organize, agitate, educate, must be our war cry.”-Susan B.
Anthony

Evaluation Philosophy

My evaluation philosophy is centered on developing different evaluation strategies that better assess student learning. I have never been a big fan of standardized testing so I think that it is very important to develop different strategies that help all students test well and not the minority. In my classroom, I hope to assess my students through their class participation, unit projects, writing assignments, and the occasional quiz or test. My goal is to keep multiple-choice questions to a minimum because I think that students benefit more from having to answer open-ended questions. I also want my students to be proud of their work. Yes, a student can be proud of a good test score, but I think that they would be even more pleased if they could be proud of something they created. I want to use portfolios and project in the place of my traditional assessments as much as possible.

Methods of Evaluation:

1. Formative Assessments:
 - a. Class Discussions
 - b. Debates
 - c. Collaborative Group Work
 - d. Bellringers and Exit Tickets
 - e. Homework assignments
2. Summative Assessments
 - a. Presentations
 - b. Portfolios
 - c. Projects
 - d. Essays

I hope to incorporate as many of these methods of evaluation in my unit because I think that it is very important to assess student learning frequently so that we can be sure they are grasping the material.

Part Four: Works Cited List and Reflective Addendum

“What lies behind us and what lies before us are tiny matters to what lies within us.”-Ralph Waldo Emerson

Stephanie Hairyes-430-435-F12-Thematic Unit Project

Works Cited:

Point-Counterpoint Debate Idea from Crystal Simmons and Dr. Carol Pope

Video and Photo Resources: www.history.com

Dear Reader,

Before deciding on a theme for my unit, I made sure to contact my cooperating teacher to determine what my schedule would be next semester. Once we decided on a schedule I was able to identify my content focus. I was really excited about teaching the 1920s to the New Deal because FDR is my favorite president so I hope I don't bombard my students with too much information on FDR and his New Deal policies. My process in creating this unit was very flawed because I did not allow myself enough time to complete the necessary materials to the best of my ability. If I had more time I would add more details to my lesson plans and I would also try to research better ways to present historical information to students that does not require a PowerPoint. I would also take a second look at my project idea because I think that I could have gone into more detail about that. If I could go back to work on the unit I would add more details to every aspect. Time constraints have been my biggest struggle.

There are a few things that I believe are working well in my unit. I think that I have created several activities that have the potential to simulate students who prefer a hands-on learning approach. Through my observations I discovered that I have a very active classroom that needs hands-on stimulation to maintain their focus. I am also really excited about the last few days of my unit because I am asking students to create their own New Deal policy and I am really interested in seeing what great ideas they come up with.

The biggest limitation I found in creating this unit was the lack of technology at my school. I would love to create a really tech savvy unit but the reality is that my students will not have the access at school or at home to survive a technology driven unit. I think that I would still implement the unit the same in my own classroom unless I had access to the latest and greatest technology. I would have my students creating glogsters, voki's, prezzi presentations, etc.

The biggest thing that I will focus my attention on when implementing this unit is classroom management. I am glad that I created a lot of hands-on, creative activities but I will have to watch my students carefully to make sure that they remain on task and do not cause too many class disruptions. I also plan on focusing on student reactions to the activities I have planned. I want to make sure they are learning and they actually like the activities.

On a scale of 1 to 4 I would probably rate my unit at a 2. I did not have the time to really put in the effort I would have liked into this unit. I feel like I am capable of better, more detailed work, but I also think that my activities are pretty good, which is why I did not give myself a 1.

If I were to give advice future students, in regards to this project, I would seriously urge them to start thinking about their unit with their cooperating teacher on day one. The day they go meet their teacher they should already work out a tentative schedule so that the student teacher know what their content focus might be and has ample time to prepare. I would also stress to not let the overwhelming requirements get them bogged down. This project is huge and it is

Stephanie Hairyes-430-435-F12-Thematic Unit Project

a scary monster as far as work goes, but all of that can be avoided if they were to start the plan ASAP.

As far as revising this project for future students, I would consider changing the lesson plan format requirement. Making a lesson plan fit into a format that you are not familiar with is tough. Plus when it comes to organizing a unit, I think students would be better served if they could organize it in a way that makes sense to them, while still completing the required assignments. The last piece of advice I would offer any future educator and current educators is when things get overwhelming, you have to remember to just breathe. Take a deep breath and know that things will fall into place.

Best wishes,
Stephanie Hairyes (Unit Plan Survivor!)